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## **Theory of Psychoanalytic Technique**

### Course Objectives

Contemporary Freudian views on technique have traveled a significant distance from the monolithic (“one-person”) model of the classical period. In part, the evolution of these views reflects a re-integration of splintered and expelled perspectives from that earlier period, particularly ideas on treatment found in the writings of Klein, Winnicott, Bion, Ferenczi, Kohut, and their various theoretical successors. While they differ in a number of respects, what these perspectives share is their view of the centrality of the affective, intersubjective connection between patient and analyst in the treatment process. Hans Loewald represents the fundamental pillar of this contemporary re-integration, due largely to his project of rediscovering and giving voice to foundational (but often neglected) elements of Freud’s writings that reflect the core ideas of these previously splintered views.

This course offers a contemporary, interactional model of technique that views the transference-countertransference matrix as central to the analytic process. Traditional ideas of technique have been recast in process-oriented rather than content-focused terms. For example, while interpretation remains a technical cornerstone of Contemporary Freudian technique, it is reconceptualized as an intersubjective *process* (mediated by the ongoing, unconscious interaction of patient and analyst), rather than a series of verbal statements on the part of the analyst. Free association remains a fundamental technical concept, but with greater recognition of its inherent therapeutic properties when facilitated by a dyad in which an optimal degree of affective resonance and analytic trust has been achieved. Action and enactment are considered an ongoing dimension of the analytic process, rather than a series of unfortunate interruptions in that process. Particular attention is now paid to the process by which previously unformulated experiences, often initially accessible only in the form of action and sensation, achieve progressive symbolization within the analytic field.

The aim of this course is to familiarize students with the range of perspectives within Contemporary Freudian Theory in relation to psychoanalytic process and technique. At the end of the course students will be conversant with the different clinical emphases within Contemporary Freudian Theory and will be able to relate these to different views of therapeutic action and the optimal analytic stance. Students will be able to describe, critique, and begin to utilize a range of technical approaches to the psychoanalytic process, from the initial consultation to termination. Particular attention will be paid in this course to the functions and uses of the therapeutic relationship and ways of conceiving and working with transference and countertransference.

### **Week 1: Becoming a Psychoanalyst: Personal Perspectives/Voices/Journeys**

Gabbard, G. and Ogden, T. (2009). On becoming a psychoanalyst. *Int. J. Psychoanal.*, 90:311-327.

Wilson, M. (2020). The voice endures. In *The Analyst's Desire: The Ethical Foundation of Clinical Practice*. New York: Bloomsbury, Chapter 1.

Pine, F. (2021). A personal odyssey through psychoanalytic process and presence. *J. Amer. Psychoanal. Assn.*, 69:941-963.

#### Recommended Historical Context:

Sandler, J. (1983). Reflections on some relations between psychoanalytic concepts and psychoanalytic practice. *Int. J. Psychoanal.*, 64:35-45.

Bergmann, M. (1993). Reflections on the history of psychoanalysis. *J. Amer. Psychoanal. Assn.*, 41:929-955.

### **Week 2: The Relationship between Theory and Technique: Conflict and Deficit**

Akhtar, S. (2000). From schisms through synthesis to informed oscillation. *Psychoanal. Q.*, 69:265-288.

LaFarge, L. (2000). Interpretation and containment. *Int. J. Psychoanal.*, 81:67-84.

Druck, A.B. (2018). The Ties That Bind. *Psychoanal. Dialogues*, 28:12–24.

#### Recommended Historical Context:

Pine, F. (1988). The four psychologies of psychoanalysis and their place in clinical work. *J. Amer. Psychoanal. Assn.*, 36:571-596.

Grunes, M. (1985). The therapeutic object relationship. *Psychoanal. Review*, 123-143.

Modell, A. (1976). The holding environment and the therapeutic action of psychoanalysis. *J. Amer. Psychoanal. Assn.*, 24:285-307.

Kohut, H. (1971). *The Analysis of the Self*. New York: International Universities Press.

In the first two class meetings students will become conversant with ideas about the interplay of psychoanalytic theory and clinical process, including the potential for theory to either inhibit

or facilitate one's clinical intuition. The role of personal factors in the development of a psychoanalytic identity and one's particular analytic "voice" will also be considered. Conservative and progressive forces inherent to psychoanalytic theorizing will be discussed as these relate to the evolution of Freudian concepts, with a particular focus on the dialectic between conflict and deficit models of pathology and treatment. Contemporary Freudian approaches to incorporating both sides of this dialectic will be presented and discussed.

### **Week 3: Consultation for Analysis: Creating the Analytic Pair**

Ehrlich, L.T. (2013). Analysis begins in the analyst's mind: Conceptual and technical considerations on recommending analysis. *J. Amer. Psychoanal. Assn.*, 61:1077-1107.

Levine, H. (2010). Creating analysts, creating analytic patients. *Int. J. Psychoanal.*, 91:1385-1404.

Rothstein, A. (2010). Psychoanalytic technique and the creation of analytic patients- an addendum. *Psychoanal. Q.*, 79:785-794.

#### Recommended Historical Context:

Frosch, A. (2006a). Analyzability: A psychoanalytic review. *Psychoanal. Review*, 93:835-843.

Frosch, A. (2006b). The culture of psychoanalysis and the concept of analyzability. *Psychoanalytic Psychology*, 23:34-55.

Rothstein, A. (2002). Reflections on creative aspects of psychoanalytic diagnosing. *Psychoanal. Q.*, 71:301-326.

### **Week 4: Beginning the Treatment**

Wilson, M. (2020). If on a winter's night a traveler: The psychoanalyst as innkeeper. In *The Analyst's Desire: The Ethical Foundation of Clinical Practice*. New York: Bloomsbury, Chapter 2.

Ogden, T.H. (1992). Comments on transference and countertransference in the initial analytic meeting. *Psychoanal. Inquiry*, 12:225-247.

Ellman, S. (2007) Analytic Trust and Transference: Love, healing ruptures, and facilitating repairs. *Psychoanal. Inquiry*, 27:246-263.

Recommended Historical Context:

Freud, S. (1913) On beginning the treatment (further recommendations on the technique of psychoanalysis). *Standard Edition*, 12:121-144.

Busch, F. (1995). Beginning a psychoanalytic treatment: Establishing an analytic frame. *J. Amer. Psychoanal. Assn* 43,) 449-468.

Friedman, L. (1997). Ferrum, ignis, and medicina: Return to the crucible. *J. Amer. Psychoanal. Assn.*, 45:13-36.

After weeks 3 and 4, students will be able to explain and discuss relevant considerations when deciding whether to recommend analysis to a potential analysand, including both diagnostic factors and (more importantly) characteristics that are unique to each particular analytic dyad. Student will also become familiar with views on the optimal approach to starting an analysis, including establishing the treatment frame and developing analytic trust as a necessary precursor to interpretive work.

**Week 5: Psychoanalytic Listening**

Ogden, T.H. (1999). "The music of what happens" in poetry and psychoanalysis. *Int. Jnl. Psychoanal.*, 80:979-994.

Reis, B. (2021). The analyst's listening: For, to, with. *Int. Jnl. Psychoanal.*, 102(2):219-235.

Chodorow, N. (2012). Analytic Listening and the five senses. *J. Amer. Psychoanal. Assn.*, 60:747-758.

Recommended Historical Context:

Arlow, J. (1995). Stilted listening: Psychoanalysis as discourse. *Psychoanal. Q.*, 64: 567-595.

Schwaber, E. (1998). From whose point of view? The neglected question in psychoanalytic listening. *Psychoanal. Q.*, 67:645-661.

Jacobs, T. (1992). Isakower's ideas of the analytic instrument and contemporary views of analytic listening. *Journal of Clinical Psychoanalysis* 1:237-241

**Week 6: Free Association I**

Freud, S. (1923). Two encyclopedia articles. *Standard Edition*, 18:233-260 (especially 235-239).

Winnicott, D. W. (1968). Playing: Its theoretical status in the clinical situation. *Int. Jnl. Psychoanal.*, 49:591-599.

Rosegrant, J. (2005). The therapeutic effects of the free associative state of consciousness. *Psychoanal. Q.*, 74:733-766.

Tuch, R. (2017). Shifting between alternative modes of Cognition: Can free association, in and of itself, prove therapeutic? *Psychoanal. Q.*, 86:269-296.

## Recommended Historical Context:

Kris, A. (1992). Interpretation and the method of free association. *Psychoanal. Inquiry*, 12:208-224

Busch, R. (1994). Some ambiguities in the method of free association and their implications for technique. *J. Amer. Psychoanal. Assn.*, 42:363-384.

Loewenstein, R. (1963). Some considerations on free association. *J. Amer. Psychoanal. Assn.*, 11:451-473.

**Week 7: Free Association II**

Bollas, C. (1993). *Being a Character*. London: Routledge (chapters 3-5).

Bollas, C. (2009). *The Evocative Object World*. London: Routledge (Chapter 1).

## Recommended:

Bollas, C. (2001). Freudian intersubjectivity: Commentary on a paper by Julie Gerhardt and Annie Sweetman. *Psychoanal. Dialogues*, 11:93-105.

In weeks 5-7, students will be able to recognize, describe, and implement a range of listening modes represented by Freudian theory. The function(s) of the technique of free association will be considered and discussed, with a particular emphasis on the growing recognition of the inherent therapeutic properties of the free associative process within Contemporary Freudian Theory.

**Week 8: Transference**

Freud, S. (1912). The dynamics of transference. *Standard Edition*, 12:97-108.

Freud, S. (1915). Observations on transference love (further recommendations on the technique of psychoanalysis III). *Standard Edition*, 12:157-171.

Pinsky, E. (2014). The potion: Reflections on Freud's "Observations of transference love." *J. Amer. Psychoanal. Assn.*, 62:455-474.

Loewald, H. (1975). Psychoanalysis as an art and the fantasy character of the psychoanalytic situation. In *Papers on Psychoanalysis*. New Haven: Yale, 1980, chapter 21.

## Recommended:

Freud, S. (1914). Remembering, repeating, and working through (further recommendations on the technique of psychoanalysis II). *Standard Edition*, 12:145-156.

Bird, B. (1972). Notes on transference: universal phenomenon and hardest part of analysis. *J. Amer. Psychoanal. Assn.*, 20:267-301.

Poland, W. (1992). Transference: An "original creation." *Psychoanal. Q.*, 61:185-205.

Smith, H. F. (2003). Analysis of transference: A North American perspective. *Int. Jnl. Psychoanal.*, 84:1017-1041.

**Week 9: The Transference-Countertransference Matrix**

Levine, H.B. (1994). The analyst's participation in the analytic process. *Int. Jnl. Psychoanal.*, 75:665-676.

Ogden, T.H. (2004). The analytic third: implications for psychoanalytic theory and technique. *Psychoanal. Q.*, 73: 167-195.

Tuch, R. (2015). The analyst's way of being: Recognizing separable subjectivities and the pendulum's swing. *Psychoanal. Q.*, 84:363- 388.

## Recommended:

Modell, A. (1991). The therapeutic relationship as a paradoxical experience. *Psychoanalytic Dialogues*, 1:13-28.

Ogden, T.H. (1994). The analytic third: working with intersubjective clinical facts. *Int. J. Psychoanal.*, 75, 3-19.

Baranger, M. and Baranger, W. (2008). The analytic situation as a dynamic field. *Int. J. Psychoanal.*, 89:795-826.

### **Week 10: Countertransference, Enactment, and Actualization**

Smith, H. F. (2016). Some dilemmas of enactment in clinical decision making. *Psychoanalytic Inquiry* 36:527-537.

Cassorla, R. M. (2001). Acute enactment as a “resource” in disclosing a collusion between the analytic dyad. *Int. J. Psychoanal.*,82:1155-1170.

Busch, F. (2006). Countertransference in defense enactments. *J. Amer. Psychoanal. Assn.* 54:67-85.

#### Recommended:

Katz, G. (1998). Where the action is: The enacted dimension of analytic process. *J. Amer. Psychoanal. Assn.*, 46:1129-1167.

Chused, J. F., Ellman, S. J., Renik, O., and Rothstein, A. (1999). Four aspects of the enactment concept: Definitions, therapeutic effects, dangers, history. *Journal of Clinical Psychoanalysis* 8:9-61.

Sandler, J. (1976). Countertransference and role-responsiveness. *Int. R. Psycho-Anal.*, 3:43-47.

After meetings 8-10, students will be able to discuss and critique the evolving concepts of transference and countertransference within the Freudian model, including the more recent conceptualization of the transference-countertransference matrix as a dynamic field. Students will become familiar with more recent writings on enactment and will become able to recognize aspects of the enacted dimension of analytic process. They will become familiar with the clinical difficulties posed by patient-analyst enactments, as well as their potential as vehicles for analytic change.

### **Week 11: Interpretation**

Greenberg, J. (2018). Otherness and the analysis of action. *Psychoanal. Q.*, 87:287-302.

Lichtenberg, J. (2016). Interpretation revisited. *Psychoanalytic Inquiry*, 36:4-13.

Vorus, N. (2023). The Interpretive Process. *Unpublished Manuscript*.

Recommended:

Levine, H. (2022). On the genesis of interpretation in a changing landscape. *Unpublished Manuscript*.

Poland, W. (2002). The interpretive attitude. *J. Amer. Psychoanal. Assn.*, 50:807-826.

Baranger, M. (1993). The mind of the analyst: from listening to interpretation. *Int. Journl. Psychoanal.*, 74:15-24.

Britton, R. and Steiner, J. (1994). Interpretation: Selected fact or overvalued idea? *Int. Journl. Psychoanal.*, 75:1069-1078.

**Week 12: Beyond Interpretation**

Ogden, T. (2018). How I talk with my patients. *Psychoanal. Q.*, 87:399-413.

Sugarman, A. (2006). Mentalization, insightfulness, and therapeutic action: The importance of mental organization. *Int. J. Psychoanal.*, 87:965-987.

Tuch, R.H. (2007). Thinking with, and about, patients too scared to think: Can non-interpretive maneuvers stimulate reflective thought? *Int. J. Psychoanal.*, 88, 91-111.

Recommended:

Friedman, L. (2002). What lies beyond interpretation, and is that the right question? *Psychoanalytic Psychology*, 19, 540-551.

Ogden, T. H. (1994). The concept of interpretive action. *Psychoanal. Q.*, 63:219-245.

After weeks 11 and 12, students will become able to describe a range of perspectives on *interpretation*, long considered the cornerstone of Freudian technique. What each of the contemporary Freudian perspectives shares in common is the concept of interpretation as an intersubjective *process* (i.e. mediated by the ongoing, unconscious interaction of patient and analyst). Week 12 will focus on a broader understanding of the interpretive process that includes therapeutic approaches with patients who are unable to tolerate explicitly interpretive interventions for a period of time.



### Week 13: Models of Therapeutic Action I

Loewald, H. (1960). On the therapeutic action of psychoanalysis. In *Papers on Psychoanalysis*. New Haven: Yale, 1980, chapter 14.

Recommended:

Chodorow, N. (2003). The psychoanalytic vision of Hans Loewald. *Int. Jrnl. Psychoanal.*, 84:897-913.

Friedman, L. (2008). Loewald. *J. Amer. Psychoanal. Assn* 56:1105-1115.

### Week 14: Models of Therapeutic Action II

Bach, S. (2011). Chimeras: Immunity, interpenetration, and the true self. *Psychoanal. Review*, 98:39-56.

Ogden, T. (2019). Ontological psychoanalysis or “what do you want to be when you grow up?” *Psychoanal. Q.*, 88:661-684.

Vorus, N. (2009). Cultivating meaningspace: Freudian and neo-Kleinian perspectives on therapeutic action. In Druck, A., Ellman, C., Freedman, N., and Thaler, A. (eds.) *A New Freudian Synthesis: Clinical Process in the Next Generation*. London: Karnac (chapter 9).

Recommended:

Vorus, N. (2019). Review of Chimeras and other writings: The selected papers of Sheldon Bach. *Psychoanalytic Psychology* 36:99-103.

Britton, R. (1989). The missing link: Parental sexuality in the Oedipus complex. *The Oedipus Complex Today: Clinical Implications*, 54:83-101.

In weeks 13 and 14, students will revisit fundamental questions of therapeutic action, reviewing the technical approaches covered in this course and placing them in a broader theoretical context. Because Loewald’s 1960 paper is arguably the central pillar of the contemporary Freudian perspective, a close reading of this text will be the focus of class 13. Class 14 will offer three contemporary elaborations of the central place of internalization in therapeutic action, each of which describes a fundamental reconceptualization of the analyst’s role and function.

**Week 15: Termination**

Freud, S. (1937). Analysis terminable and interminable. *Standard Edition* 23:216-253.

Loewald, H. (1988). Termination analyzable and unanalyzable. *Psychoan. Stud. Child*, 43:155-166.

Bergmann, M. (1988) On the fate of the intrapsychic image of the psychoanalyst after termination of the analysis. *Psychoan. Stud. Child*, 43:137-153.

Recommended:

Vorus, N. (2021). Review of Illusion, disillusion, and irony in psychoanalysis, by John Steiner. *Int. J. Jnl. Psychoanal.*, 102:826-831.